

## Bright IDEA Curriculum Units Table of Contents

### Revisions – Roanoke Rapids

<b>Grade</b>	<b>Concept</b>	<b>Topic</b>
K-2	Change	Economics
K-2		
K-2	Change	Nature

**Project Bright IDEA 2: Interest Development Early Abilities**

**A Jacob Javits Gifted Education Program  
Funded by the US Department of Education  
2004-2009**



**Concept: Change**

**Topic: Economics**

**Authors: Gayle Monds, Roanoke Rapids  
Amy Lindstrom, Wake County**

**K-2**

**North Carolina Department of Public Instruction  
Exceptional Children Division  
Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

## **Big Ideas Manifested**

**Topic - Economics**

**Literature Selection – *The Hard Times Jar***

**Author – Ethel Footman Smothers**

<b>Concepts</b>	<b>Themes</b>
<ul style="list-style-type: none"> <li>■ Conflict</li> <li>■ Relationships</li> <li>■ Abundance vs. Scarcity</li> <li>■ Change</li> <li>■ Environment</li> <li>■ Character</li> <li>■ Courage</li> </ul>	<ul style="list-style-type: none"> <li>■ Honesty is the best policy</li> <li>■ Right vs. Wrong</li> <li>■ Saving for a rainy day</li> <li>■ Surviving hardship/poverty</li> <li>■ Take responsibility for your actions</li> </ul>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
<ul style="list-style-type: none"> <li>■ new student, new school</li> <li>■ outsider and dominant culture</li> <li>■ Was it wrong to take the book?</li> <li>■ Stealing vs. borrowing</li> <li>■ Differences in family life/ work</li> <li>■ Segregation</li> <li>■ Poverty</li> <li>■ Persistence</li> </ul>	<ul style="list-style-type: none"> <li>■ The main character has many responsibilities</li> <li>■ The family does not have a lot of money – supplying wants and needs</li> <li>■ different cultures</li> <li>■ Owning up to mistakes</li> </ul>
<b>Processes</b>	<b>Theories</b>
<ul style="list-style-type: none"> <li>■ read non-fiction text about migrant workers</li> <li>■ decision making / problem solving</li> <li>■ compare and contrast characters/ actions</li> <li>■ Being acquainted with a new school</li> <li>■ How to write a story</li> </ul>	<ul style="list-style-type: none"> <li>■ natural intelligence vs. formal schooling</li> <li>■ searching for the American dream</li> <li>■ Putting forth a good effort pays off</li> </ul>
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
<ul style="list-style-type: none"> <li>■ “Less is more” -- family has rich life without having lots of money</li> <li>■ Migrant workers tied to crops and weather</li> <li>■ Plenty vs. want</li> <li>■ A penny saved is a penny earned</li> </ul>	<ul style="list-style-type: none"> <li>■ unschooled people are not smart, do not value education</li> <li>■ money does not always buy happiness</li> <li>■ poor people lack morality</li> <li>■ work hard for what you want</li> <li>■ Honesty is the best policy</li> </ul>

### **Big Ideas Manifested**

**Topic - Economics**

**Literature Selection – Harvesting Hope  
Author – Kathleen Krull**

<b>Concepts</b>	<b>Themes</b>
<ul style="list-style-type: none"> <li>■ change</li> <li>■ conflict</li> <li>■ power</li> <li>■ structure</li> </ul>	<ul style="list-style-type: none"> <li>■ hardships brought people together</li> <li>■ many voices are stronger than one</li> </ul>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
<ul style="list-style-type: none"> <li>■ being brave and courageous does not mean hitting or other violence</li> </ul>	<ul style="list-style-type: none"> <li>■ overcoming obstacles is not always easy – it takes time and persistence</li> </ul>
<b>Processes</b>	<b>Theories</b>
<ul style="list-style-type: none"> <li>■ steps Chavez went through to bring about change</li> </ul>	<ul style="list-style-type: none"> <li>■ change bring about more change</li> <li>■ speak your mind – people will listen</li> </ul>
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
<ul style="list-style-type: none"> <li>■ although not treated as important, the companies could not function without the workers – they were very important</li> <li>■ The fittest survive</li> <li>■ Everyone is the same on the inside</li> </ul>	<ul style="list-style-type: none"> <li>■ people can abuse power</li> <li>■ change takes time</li> <li>■ conflict teaches and can unify</li> </ul>

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

<b>Concepts</b>	<b>Themes</b>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
<b>Processes</b>	<b>Theories</b>
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>

## Conceptual Lens – Change

## Topic – Economics

**Suggested Literature Selection(s)** – *The Hard Times Jar* by Ethel Footman Smothers

**SCOS Objectives: Social Studies – 6.01, 6.02, 6.03, 6.06 ; Math – 4.01, 5.01, 5.02**

### Look and Listen for...

#### Intelligent Behaviors

Story Focus

Metacognition, Thinking Flexibly,  
Taking Responsible Risks, and  
Questioning and Posing Problems

Student Activities

Metacognition, Thinking Flexibly,  
Taking Responsible Risks, and  
Questioning and Posing Problems

**Thinking Skills Focus -** *Beginning Building Thinking Skills* – Parks and DeArmas  
Describing Similarities and Differences (Chapter 6)

**Topic Focus -** Economics/Diversity

**Conceptual Lens -** Change

#### Overarching Generalizations -

Change can be positive or negative.  
Change is necessary for growth.  
Diversity leads to change.  
Change is inevitable.

#### More Complex Generalizations -

Wants and needs change and grow over time.  
Family priorities change over time.  
Change generates conflict.  
Exploration brings about changes.

#### Directions for Teachers

Display sentence strips with the generalizations. Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

#### Suggested Topics for Discussion

Change, wants, needs, poverty, culture, priorities, creativity, resourcefulness, differences among people/groups. Generalizations should be discussed at every possible opportunity.

### **Suggested Vocabulary Words for Discussion**

Hard times, migrant workers, resources, relationships, earn, extras, dabbed, released, orchard, assured, squiggly, borrow, honesty, proud, owning up, scarce, crook, bulged, crops, carriage

### **Vocabulary Extension**

Put vocabulary words on cards shaped like coins and place them in a jar. Pass the jar around, pull out a coin and the child will explain the meaning of the word. If they don't know what the word means, then the coin is passed to the next person.

### **Hooks**

Select a generalization(s) and essential questions. Introduce one or more of the following topics:

Change can be positive or negative.

Change is necessary for growth.

Wants and needs change and grow over time.

Family priorities change over time.



## Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
<ol style="list-style-type: none"><li>1. Predict some of the changes that will happen to you during first grade. Will any of the changes be positive? Negative? Why do you say so?</li><li>2. Disseminate human body outlines to groups of four. Each person in the group will add a specific item to the outline. ( Give examples: hair color/style, eyes/color, nose, mouth, skin, clothing (top, bottom)). How did the person change over time? Get with another group and compare change in people (from their group). How are they alike and different?</li></ol>
<b>Facet 2 - INTERPRETATION</b>
<ol style="list-style-type: none"><li>1. Tell a story about a time when you wanted something that your parents said you couldn't have. Was it a want or a need? Explain why you think your parent said no to your request. Critique your parent's reasoning. Do you agree or disagree with them? Why?</li><li>2. Do a Think-Pair-Share of a change you've been through and how you felt about the change.</li></ol>
<b>Facet 3 - APPLICATION</b>
<ol style="list-style-type: none"><li>1. Our class has brainstormed a list of wants and needs. Choose a want and a need. Create a motion to go with each one. Perform your motions for your partner and see if s/he can guess what you are acting out. How might the wants and needs change depending upon your age?</li><li>2. Invent a time-line using words or pictures from birth to age 6 exhibiting changes in things you've learned to do. How is your time-line different from others in the class? How is it the same? (Diversity)</li></ol>
<b>Facet 4 - PERSPECTIVE</b>
<ol style="list-style-type: none"><li>1. Make a list of things that you NEEDED when you were a baby. Now, make a list of things that you NEED now. Compare your lists and discuss how the needs have changed over time. How might they change in the future? Use Venn Diagram.</li><li>2. Have different students come to the front of the room (one at a time). Children observe how the child looks. The child leaves the room. One item is added to the child. The child re-enters the room. The class then analyzes the change that was made.</li></ol>
<b>Facet 5 – EMPATHY</b>
<ol style="list-style-type: none"><li>1. Imagine your mom is getting a new job. How might she feel about the job? How might things change around your house now that she's working? What are some positive changes that will happen for her? What are some negative ones?</li><li>2. Imagine you took a trip to China where no one speaks your language. What changes would you need to make in your behavior so people</li></ol>
<b>Facet 6 – SELF-KNOWLEDGE</b>
<ol style="list-style-type: none"><li>1. Reflect on how you have changed as you have grown. What needs are you more responsible for now? What might you become more responsible for in the future?</li><li>2. Students bring baby pictures and current pictures of themselves. Be aware of and record changes in themselves over time.</li></ol>

**Read:** *The Hard Times Jar* by Ethel Footman Smothers

## Task Rotation Learning Activities

### K-2

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Create a timeline that shows how your needs have changed and will change in the future. Divide it into your life as a baby, child, teenager, adult, etc. How have your needs changed over time?</p> <p>What behaviors did Emma Jean demonstrate that made you aware of her love of books? What changes did she make in her behaviors throughout the story? What intelligent behaviors did she use in order to get her own book?</p> <p style="text-align: center;"><b>V _ * _ L _ S _ * _ M _ B _ P _ * _ I _ N _</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Using a picture of a person (handicapped, infant, child, teenager, adult, elderly, etc.) do a Picture Word Inductive activity. Each pair brainstorms words about the picture on sticky notes. Then they sort the notes into groups. Then use the words to write sentences that tell about the needs of the person in the picture. How might the person’s needs change over time? How would they compare with your needs?</p> <p>Divide students into groups of three. Then have students draw and write about the beginning, middle, and end of the story. What changes did Emma Jean experience during the story? How did she feel about these changes? What intelligent behaviors did she use while making these changes? What intelligent behaviors did she use while making these changes?</p> <p style="text-align: center;"><b>V _ * _ L _ S _ * _ M _ B _ P _ * _ I _ * _ N _</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Carry out a survey of a grandparent or another older family member. Ask them about the things that they wanted when they were children. Compare the wants of your grandparent with your wants today. How are they the same? How are they different? Why? What might have caused these things to change over time?</p> <p>After reading the “Hard Times Jar” students pair with a partner and debate why Emma Jean should or should not have taken the book from her classroom. What changes could Miss Miller make so this wouldn’t happen again?</p> <p style="text-align: center;"><b>V _ * _ L _ * _ S _ M _ B _ P _ * _ I _ * _ N _</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Using a tic-tac-toe board, draw a picture of yourself in the center. In each of the surrounding boxes, draw or write a want or need that you have. How might your needs change in the future? Would the change be positive or negative? Why?</p> <p>As a class, brainstorm a list of wants and needs. Students design their own “hard times” jars using milk cartons. Create a wish list of things they would like to buy with their money. Speculate on how the item you buy would change our life or the way you live. What intelligent behaviors do you need to use so you can save a much money as possible? Predict if you would still want or need the things you’ve placed in your jar over a</p>

	<p>period of time.</p> <p style="text-align: center;"><b>V _ L _ S _ * _ M _ B _ * _ P _ * _ I _ N _</b></p>
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**Real World Connections With Products**

Application (carry out, create, compare, describe, use, reflect, analyze, design, defend)

**Real World Applications**

Librarian, scientist, inventor, writer, journalist, graphic designer, political leader, artist

**Real World Terms**

Research, invent, prepare, speculate, predict, debate, design, brainstorm

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

- Change can be positive or negative.
- Change is necessary for growth.
- Wants and needs change and grow over time.
- Family priorities change over time.
- Change is inevitable
- Change generates additional change
- Diversity leads to change

How do the intelligent behaviors help the librarian, scientist, inventor, writer or journalist deal with changes?

How do the intelligent behaviors help a graphic designer, artist, or political leader change and grow in their knowledge of diversity? How can exploration and diversity bring about change?

### **Materials Needed for Task Rotation and/or Task Rotation Menu**

- survey form, timeline form, construction paper, pictures
- Book “The Hard Times Jar”
- Drawing paper, pencils, markers
- Milk cartons
- Miscellaneous art supplies used to decorate milk cartons

### **MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

#### **Conceptual Perspectives**

1. Why is change necessary for growth?
2. How do your wants and needs change and grow over time?
3. How do family priorities change over time?
4. How do you decide if a change is positive or negative?
5. How can diversity result in change?
6. How does exploration bring about change?

## Intelligent Behaviors

1. What Habits of Mind helped you complete this task rotation menu?
2. How do you demonstrate these Intelligent Behaviors daily?
3. How did you use metacognition in these tasks? When did you use it the most? Why?
4. What activity required you to think flexibly?
5. When did you need to take risks? How did you feel about it?
6. When did you use questioning and posing problems to help you with an activity? How did it help?
7. What intelligent behaviors did the characters in the story The Hard Times Jar demonstrate?
8. How did Emma Jean demonstrate the following Intelligent Behavior in the story?

-Thinking flexibly    -creating, imaging, innovating  
-Taking responsible risks    -showing persistence  
-Metacognition    -listening with understanding    & empathy    -  
Posing questions

## Literary Perspective

1. Why did the family have a “hard-times” jar?
2. How would the story have been different if Emma hadn’t returned the book?
3. Think of other ways that Emma could have gotten the book instead of taking it.
4. Tell one responsible decision Emma made. Tell one irresponsible decision she made.
5. Would you recommend the book to someone else? Why or why not?
6. What lesson did Emma learn about meeting her wants and needs?
7. Discuss three or more words that describe Emma Jean.
8. Draw a picture or image about “The Hard Times Jar”. Explain your drawing to someone who does not know the story.
9. Discuss with a partner how you can use what Emma Jean learned in your life.
10. Finish the sentence “The lesson of The Hard Times Jar is important to me because...”

## Student/Teacher Reflections

Have the students record one want or need on an index card. Place cards in a jar and then pull them out one at a time. Discuss if the item is a want or a need and how or if it will change over time.

Using “paper jars” with a writing surface, have students write about what they have learned about change and diversity and why it is important.

## Math Task Rotation Learning Activities

### K-2

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<b>Mastery Learner (A)</b> <b>Sensing- Thinking</b>	<b>Interpersonal Learner (B)</b> <b>Sensing-Feeling</b>
<p>Give each student a hard-times jar with an assortment of different coins. Sort the coins according to value. Tally the number of each coin, then transfer the tallies to a line plot. Write 3 sentences telling what you notice about the graph. How might the collection of coins change over time? What might cause these changes?</p> <p>Demonstrate how to sort and chart a group of coins by what is on “tails” side of coin.</p> <p>What differences do you notice in the coins? How have coins of the same value changed over time?</p> <p style="text-align: center;"><b>V _ L _ * _ S _ * _ M _ B _ * _ P _ *</b> <b>  _I _ N _</b></p>	<p>Survey 10 friends about things that they need and/or want. (i.e. bike, coat, food, X-Box, Bratz doll, etc.) Tally the data. Use the tallies to create a line plot. Write 3 sentences telling what you notice about the graph. How might the responses change over time?</p> <p>With a partner sort a set of given coins. Each person then chooses a group and explains why they like or dislike their group?</p> <p>What changes could you make in your sort?</p> <p style="text-align: center;"><b>V _ * _ L _ * _ S _ * _ M _ B _ * _ P _ *</b> <b>  _I _ * _ N _</b></p>

**Understanding Learner (C)**  
**Intuitive-Thinking**

Use a Venn diagram to compare/contrast wants and needs (written on index cards or pictures). How are they the same? How are they different? Are some things wants AND needs? What? Why?

Sort and label coins by their value. Compare your sort with another group.

How have the changes in the way a coin looks make your sorting more difficult?

How have coins of the same value changed over time?

V \_ \* L \_ \_ S \_ \* M \_ B \_ \* P \_  
\* \_ I \_ N \_

**Self-Expressive Learner (D)**  
**Intuitive-Feeling**

Design your own cube that has pictures of 3 wants and 3 needs. Put the cube together. Now get into groups of 4. Roll your dice and then discuss the four pictures that are showing. Sort them into groups. Keep a tally of your results. If you continued to roll your dice, how might your results change?

Brainstorm different ways of sorting miscellaneous objects and explain your rule.

What changes would you make if one of your rules were taken away?

V \_ \* L \_ \_ S \_ \* M \_ B \_ \* P \_ \*  
\_ I \_ \* N \_

## **Real World Connections With Products**

Application (construct, investigate, discuss, sort, analyze, create, compare)

## **Real World Applications**

Banker, accountant, graphic designer, surveyor, artist, cashier, stock person

## **Real World Terms**

Investigation, interview, design, sort, compare, value and apply

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

Change can be positive or negative.  
Change is necessary for growth.  
Wants and needs change and grow over time.  
Family priorities change over time.  
Change is inevitable  
Change generates additional change  
Diversity leads to change

What intelligent behaviors will help the banker, accountant, graphic designer, surveyor, or artist to deal with changes over time?

How do the intelligent behaviors help a Cashier, Stock Person or Bank Teller change and grow in their knowledge and skills over time? What would happen if the person were not able to make those changes in his or her job?

## **Materials Needed for Task Rotation and/or Task Rotation Menu**

- Wants/needs cards, cube black-line master, survey form, line plot, Venn diagram
- Coins
- Chart paper, pencils, markers
- Miscellaneous items to sort



## **MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

### **Conceptual Perspectives**

1. Why is change necessary for growth?
2. How do your wants and needs change and grow over time?
3. How do family priorities change over time?
4. How do you decide if a change is positive or negative?
5. What wants and needs do all people share?
6. How do people's wants and needs differ?
7. Is change inevitable?
8. How does change generate conflict?
9. How does change generate additional change?

### **Intelligent Behaviors**

1. What Habits of Mind helped you complete this task rotation menu?
2. How did you use metacognition in these tasks? When did you use it the most? Why?
3. What activity required you to think flexibly?
4. When did you need to take risks? How did you feel about it?
5. When did you use questioning and posing problems to help you with an activity? How did it help?
6. What Intelligent Behaviors did you use to sort your coins/objects?
7. How do you use Intelligent Behaviors daily?
8. What Intelligent Behaviors did you see as your strength in these activities? Why?
9. What Intelligent Behaviors would you like to work on developing in future units?
10. How did you use the following Intelligent Behaviors in your task rotation activities?  
-Metacognition    -posing questions    -being persistent  
-Taking responsible risks    -Thinking flexibly

### Literary Perspective

1. Why did the family have a “hard-times” jar?
2. How would the story have been different if Emma hadn’t returned the book?
3. Think of other ways that Emma could have gotten the book instead of taking it.
4. Discuss ways Emma Jean could earn and save money?
5. Tell one responsible decision Emma made. Tell one irresponsible decision she made.
6. Would you recommend the book to someone else? Why or why not?
7. What lesson did Emma learn about meeting her wants and needs?
8. Discuss with a partner how you can use what Emma Jean learned in your life.
9. What does the saying “a penny saved....is a penny earned” mean?

### Student/Teacher Reflections

Gather students together on the carpet with their line plots from the interpersonal activity. Discuss what they noticed about the graphs. Were they the same? Different? Why? What intelligent behaviors did they use to make the activity a success?

OR

Gather students together with their wants/needs cubes. Have everyone roll their cube and make a class graph of the results. How was it similar or different from their individual results? What showed up the most? Why?

Using “paper coins” with a writing surface, have students write about what they have learned about saving and why it is important.

How can saving money change the way you live?

**Concept:** Change

**Topic:** Economics/Diversity

**Generalization:** Wants and needs change and grow over time. Change leads to change

**Essential Question(s)** What is the difference between wants and needs? How do wants and needs change and grow over time? What wants and needs do all people share? How do people’s wants and needs differ? What Habits of Mind did you use to help you sort and classify?

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Find and cut out pictures from magazines that depict wants and	Using pictures, organize them on a T-chart into groups of wants and needs.	Using a tic-tac-toe board, draw a picture of yourself in the center. In each	Describe 3 things that you do to meet your needs that you like to do. Now describe three

	<p>needs.</p> <p>Sort a group of coins by color and size.</p>	Sort and label coins.	<p>of the surrounding boxes, draw or write a want or need that you have.</p> <p>Brainstorm different ways of sorting miscellaneous objects and explain your rule.</p>	<p>things that you do to meet your needs that you don't like to do.</p> <p>With a partner, sort your coins. Each person chooses a group and explains why they like or dislike that group.</p>
<b>2</b>	<p>Carry out a survey of a grandparent or another older family member. Ask them about the things that they wanted when they were children.</p> <p>Sort &amp; Chart a group of coins by what's on the "tails" side of them.</p>	<p>Compare the wants of your grandparent with your wants today. How are they the same? How are they different? Why? What might have caused these things to change over time?</p> <p>Sort and label coins by value.</p>	<p>Speculate on what might have happened if Emma had not returned the book to her teacher. Write one paragraph using your prediction about how the story might end.</p> <p>Brainstorm different ways of sorting miscellaneous objects and show on a simple Venn Diagram.</p>	<p>Using a picture of a person (handicapped, infant, child, teenager, adult, elderly, etc.) do a Picture Word Inductive activity. Each pair brainstorms words about the picture on sticky notes. Then they sort the notes into groups. Then use the words to write sentences that tell about the needs of the person in the picture.</p> <p>Sort your coins. Choose one of your groups. In your personal journal write about what you would do with your money. How did exploration of money bring about change that was necessary for growth?</p>
<b>3</b>	<p>Create a timeline that shows how your needs have changed and will change in the future. Divide the timeline into chunks of time – baby, child, teenager, adults, etc.</p> <p>Sort a group of coins by their decade.</p>	<p>Choose something that you want to do or have. Create a letter to your parents justifying your idea. Tell how it fits in your family's priorities. Try to persuade them to do what you want.</p> <p>Sort coin pictures of monetary value with number pictures of monetary value.</p>	<p>Design an invention that will help you meet one of your needs more easily. How will it make life easier? How will your life change by using this invention?</p> <p>Brainstorm different ways of sorting miscellaneous objects and show on a 3-ring Venn Diagram.</p>	<p>Plan a trip to the nursing home where you will help a resident meet the need of companionship. Pick a story that you will practice and read to a resident of the nursing home.</p> <p>Sort picture cards by needs and wants and then sequence in order of importance. Discuss with a partner about your decision making process.</p>

## **Real World Connections With Products**

Application (find, carry out, create, invent, speculate, compare, plan, describe, use, investigate, analyze)

## **Real World Applications**

Librarian, scientist, inventor, writer, city planner, journalist, civil engineer, cashier, stock person, bank teller

## **Real World Terms**

Research, invent, prepare, speculate, predict, sort, compare, value, and apply

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

Change can be positive or negative.  
Change is necessary for growth.  
Wants and needs change and grow over time.  
Family priorities change over time.  
Change is inevitable  
Change generates additional change  
Diversity leads to change

What intelligent behaviors will help the librarian, scientist, inventor, writer, city planner, journalist, or civil engineer to deal with changes over time?

## **Materials Needed for Task Rotation and/or Task Rotation Menu**

- magazines, scissors, glue, construction paper, chart paper, tag board
- survey form, paper, pictures of different types of people
- timeline form, books
- coins
- pencils
- markers
- monetary picture cards
- Venn Diagram rings
- Miscellaneous sorting objects
- Needs/wants picture cards

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. Why is change necessary for growth?
2. How do your wants and needs change and grow over time?
3. How do family priorities change over time?
4. How do you decide if a change is positive or negative?
5. How can diversity result in change?
6. How does exploration bring about change?
7. What changes do you notice through exploration?

#### **Intelligent Behaviors**

1. What Habits of Mind helped you complete this task rotation menu?
2. How do you demonstrate these behaviors daily?
3. How did you use metacognition in these tasks? When did you use it the most? Why?
4. What activity required you to think flexibly?
5. When did you need to take risks? How did you feel about it?
5. When did you use questioning and posing problems to help you with an activity? How did it help?

#### **Literary Perspective**

1. Why did the family have a “hard-times” jar?
2. How would the story have been different if Emma hadn’t returned the book?
3. Think of other ways that Emma could have gotten the book instead of taking it.
4. Tell one responsible decision Emma made. Tell one irresponsible decision she made.
5. Would you recommend the book to someone else? Why or why not?
6. What lesson did Emma learn about meeting her wants and needs?
7. Discuss with a partner how sorting coins could have helped Emma Jean count her money?

## Student/Teacher Reflections

Have the students record one want or need on an index card. Place cards in a jar and then pull them out one at a time. Discuss if the item is a want or a need and how or if it will change over time.

Student writes a journal entry on ways they sorted their coins and if they sorted the only way possible or if there were other possibilities.

### Student Reflections and Assessments Task Rotation Learning Experience

**K-2**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<b>Mastery Learner (A)</b> <b>Sensing- Thinking</b>	<b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b>
<p>Brainstorm a list of your family's most important wants and needs. Go back and sort them into groups of wants and needs. How might your family's priorities change over time?</p> <p>Describe the procedures for taking home books from our classroom.</p> <p>How has that procedure changed from Kindergarten? How has school changed from Kindergarten to first grade?</p>	<p>Plan and implement a community service project to help the citizens in your community to meet their needs. (i.e. children in homeless shelters, book drive, food bank, disaster relief, nursing home)</p> <p>How did your project change the lives of the citizens you helped? Which intelligent behaviors did you use to complete this project? Why did you need those behaviors to be successful?</p> <p>In a journal entry write and draw about how you would act and what habits of mind you would use if you were moved into another classroom where you were the only person of that race.</p> <p>How has change in your classroom generated</p>

<p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>	<p>change in yourself?</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Explain how and why Emma’s needs change throughout the story. What intelligent behaviors did she use to meet her wants and needs? How might her needs change as she grows up?</p> <p>Using the Venn Diagram compare how Emma Jean’s classroom is similar and different from your classroom.</p> <p>How does change generate additional change?</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Design a poster/ flyer to promote the cause of your community project. How did you help make changes in your community? Describe how you felt about the changes you made in your community. How did you apply your intelligent behaviors?</p> <p>Using models, redesign your classroom and discuss in small groups how you felt about the changes you made.</p> <p style="text-align: center;">How is change necessary for growth?</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>

## **Real World Connections With Products**

Application (list, sort, plan, explain, design, describe, analyze, reflecting, demonstrate, speculate, produce, create, predict)

## **Real World Applications**

Teacher, architect, writers, tour guides, travel agents, psychologist, minister, doctor

## **Real World Terms**

Research, create, investigate, organize, analyze, demonstrate, speculate, produce, model

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

Change can be positive or negative.

Change is necessary for growth.

Wants and needs change and grow over time.

Family priorities change over time.

Change is inevitable

Change generates additional change

Diversity leads to change

How would intelligent behaviors help teachers, architects, writers, tour guides, travel agents deal with changes over time?

How do the Intelligent Behaviors help a teacher, architect, psychologist, minister and doctor change and grow in their knowledge and skills over time in order to be successful in his or her career? What do you think may happen if one is not able to change in his or her career?

## **Materials Needed for Task Rotation and/or Task Rotation Menu**

- index cards, paper, art supplies
- writing materials
- journals
- venn diagrams
- map of classroom
- items to represent classroom furniture



## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. Why is change necessary for growth?
2. How do your wants and needs change and grow over time?
3. How do family priorities change over time?
4. How do you decide if a change is positive or negative?
5. How does exploration lead to change?
6. How does change generate conflict?
7. How does change generate additional change?
8. How does diversity lead to change?

#### **Intelligent Behaviors Perspectives**

1. What Intelligent Behaviors/ Habits of Mind did the characters in the story demonstrate?
2. How did you use these or other Intelligent Behaviors/ Habits of Mind in completing the task rotation activities?
3. How do you demonstrate the Intelligent Behaviors/ Habits of Mind every day?
4. What Intelligent Behaviors/ Habits of Mind did you see as your strength during these activities? Why?
5. What Intelligent Behaviors/ Habits of Mind do you think you would like to work on developing in the next unit of study?
6. What intelligent behaviors did you use when re-designing our classroom?
7. How did you show the following intelligent behaviors?
  - a. Thinking flexibly
  - b. Creating, innovating
  - c. Metacognition
  - d. Taking responsible risks
  - e. Posing questions

**8. What intelligent behavior did you see as your strength in the task rotation?**

**Literary Perspective**

1. Identify the characters in the book.
2. Why did the family have a “hard-times” jar?
3. Discuss with a partner why Emma Jean felt uncomfortable in her new classroom?
4. How did diversity lead to change in the classroom?
5. What could the students and Miss Miller do to help Emma Jean feel more comfortable on her first day?
6. How would the story have been different if Emma hadn’t returned the book?
7. Think of other ways that Emma could have gotten the book instead of taking it.
8. Tell one responsible decision Emma made. Tell one irresponsible decision she made.
9. Would you recommend the book to someone else? Why or why not?
10. What lesson did Emma learn about meeting her wants and needs?

**Student/Teacher Reflections**

Put “coins” into a jar that has the Habits of Mind icons on them. Have the kids take turns pulling a “coin” out and stating what HOM is depicted on the “coin.” Next, they can choose to explain how they used the HOM in the task rotation or how Emma used it in the story.

Students and teacher monitor progress of intelligent behavior among each other. When someone is caught displaying a certain behavior then they are given an Intelligent Behavior badge to wear for the remainder of the day.

**Math Student Reflections and Assessments  
Task Rotation Learning Experience  
K-2**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Do a Mix 'n Match activity using sets of four cards of like color (for each cooperative group) that have data</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Working in pairs, kids will sort attribute blocks using a Venn diagram. After the first sorting, kids will look for</p>
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<p>that the groups will use to create a tally chart and a line plot. At the end, each group will summarize their findings and hypothesize about why some wants and needs were more common to the group. (Use the same variables that were used in the math task rotation.) What might cause the results to change? Why?</p> <p>Write a story titled _____'s Money Jar. Be sure to include what you are saving for and what Intelligent Behavior you should use in order to achieve your goal.</p> <p>What behaviors did you change in yourself? Why is it important to "save for a rainy day"?</p> <p>V_*_L_*_S_*_M_*_B_*_P_*_I_*_N_*_</p>	<p>another way to sort it. Repeat as necessary.</p> <p>How did your groups change from the first sorting to the second? Why?</p> <p>Imagine you want to buy a toy that costs 50 cents. You only have 39 cents. How would that make you feel? How much money would be needed from the hard times jar? Show me with coins. What Intelligent Behaviors did you use to determine how much more you needed? How would your life change if you could buy this toy?</p> <p>V_*_L_*_S_*_M_*_B_*_P_*_I_*_N_*_</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>The class will plan to create a class line plot using the same variables used in the learning activities. Before creating the line plot, students will predict which variables might most commonly be chosen by the group and they will record their predictions in their math journals. Each child will be given the opportunity to make two choices of their most important wants and needs and record it on the class graph. When all data is collected on the line plot, students will return to their journals and compare results to their predictions including information that they derived from the results. Last, they will predict if results will change or remain constant if we add another class's choices. They will give rationale for their predictions. How might the results change by adding another class' data? Why?</p> <p>Draw a picture. Compare and contrast a person with no money with a person with a lot of money. What are similarities and differences? How could having a lot or a little of money change that way you interact with others?</p> <p>What intelligent behaviors did you use to help you compare and contrast these two people?</p> <p>V_*_L_*_S_*_M_*_B_*_P_*_I_*_N_*_</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Choose 10 buttons out of the button box. Sort the buttons into groups. Describe the attributes that you paid attention to when you sorted them. Then use the buttons to create a pin or bracelet. What might the buttons have been used for before? How has their use changed now that it is part of your product?</p> <p>Design a new coin and give it a monetary value. Describe the choices you made in designing your coin. Combine your coin with real world coins and give the sum.</p> <p>What intelligent behaviors did you use to help you create your new coin?</p> <p>How would this coin change our monetary system?</p> <p>V_*_L_*_S_*_M_*_B_*_P_*_I_*_N_*_</p>

## **Real World Connections With Products**

Application (sort, create, summarize, predict, change, analyze, design, speculate, produce, create)

## **Real World Applications**

Scientists, economist, entrepreneur, recycling worker, author, cashier, banker/teller, graphic designer, artist

## **Real World Terms**

Investigate, study, probe, create, sort, design, produce

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

Change can be positive or negative.  
Change is necessary for growth.  
Wants and needs change and grow over time.  
Family priorities change over time.  
Change is inevitable  
Change generates additional change  
Diversity leads to change

How will the intelligent behaviors help the scientist, economist, entrepreneur, or recycling worker deal with changes in their jobs?

## **Materials Needed for Task Rotation and/or Task Rotation Menu**

- Buttons, attribute blocks, Venn diagram, math journal, chart paper, art materials
- **Story paper or journal**
- **Variety of coins**
- **Drawing paper**

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. Why is change necessary for growth?
2. How do your wants and needs change and grow over time?
3. How do family priorities change over time?
4. How do you decide if a change is positive or negative?
5. Change creates additional change.
6. Change involves exploration.
7. Diversity leads to change.
8. Change can create conflict.

#### **Intelligent Behaviors**

1. What Intelligent Behaviors/ Habits of Mind did the characters in the story demonstrate?
2. How did you use these or other Intelligent Behaviors/ Habits of Mind in completing the task rotation activities?
3. How do you demonstrate the Intelligent Behaviors/ Habits of Mind every day?
4. What Intelligent Behaviors/ Habits of Mind did you see as your strength during these activities? Why?
5. What Intelligent Behaviors/ Habits of Mind do you think you would like to work on developing in the next unit of study?
6. How did you use the following Intelligent Behaviors in your task rotation activities?
  - Metacognition            -posing questions
  - Taking responsible risks
  - Thinking flexibly

#### **Literary Perspective**

1. Identify the characters in the book.
2. Why did the family have a “hard-times” jar?
3. How would the story have been different if Emma hadn’t returned the book?
4. Think of other ways that Emma could have gotten the book instead of taking it.
5. Tell one responsible decision Emma made. Tell one irresponsible decision she made.
6. Would you recommend the book to someone else? Why or why not?

7. What lesson did Emma learn about meeting her wants and needs?
8. What do you think Emma Jean would have done if she got change back after buying her book? What Intelligent Behavior would she use? What would you have done if you were in Emma Jean's place?
9. What words would you use to describe Emma Jean and her classmates?

### **Student/Teacher Reflections**

Gather students together on the carpet with their line plots from the mastery activity. Discuss what they noticed about the graphs. Were they the same? Different? Why? What intelligent behaviors did they use to make the activity a success?

Students can judge each coin design and come to an agreement as to which coin they would like to see become a real coin.

Student discusses with a partner what they would do if a friend didn't have enough money to buy something they wanted? What if the other person didn't have any money either?

### **Additional Support Materials**

#### **Favorite Read-Alouds**

*Harvesting Hope* by Kathleen Krull

*Cesar Chavez* by Gary Soto

*How to Turn Lemons into Money: a child's guide to economics* by Louise Armstrong

*Saving Money* by Natalie Rosinsky

*Some Things Change* by Mary Murphy

*Arthur's Funny Money* by Lillian Hoban

*Pigs Will Be Pigs* by Amy Axelrod

*Going Somewhere Special* by Deborah Hopkinson

*Alexander Who Use To Be Rich Last Sunday* by Judith Viorst

*Chrysanthemum* by Kevin Henkes

*The Story of Ruby Bridges* by Robert Coles

*Amazing Grace* by Mary Hoffman

#### **Finger Plays, Nursery Rhymes and Songs**

*In My Piggy Bank* (song) by Hap Palmer

*Smart*(Poem) by Shel Silverstein

A Purple Song (Song)  
Jack Sprat (Nursery Rhyme)

**Video Clips**

Reading Rainbow – *Tight Times; Fly Away Home*

Needs and Wants: Economics: The Production, Distribution and Consumption of Goods and Services

**Paintings & Prints**

**Teacher Reflections**

**Literary Selection**

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?

2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
  
3. What would you change or add the next time you taught this lesson?
  
4. What opportunities for growth does the resource unit have?
  
5. What were "ah-has?" for the students? For teachers?
  
6. How did the unit impact student learning?
  
7. In what ways did we meet the needs of diverse learners?

**Additional Comments**



# APPENDIX

## A

### Additional Instructional Concept-Based Activities

Songs: [www.songsforteaching.com](http://www.songsforteaching.com)

#### A Purple Song

(Tune of: Yankee Doodle)

If I had a purple penny  
Or a purple nickel,  
I'd go to the purple store  
And buy a purple pickle,  
Purple pickles, purple peas,  
Purple macaroni,  
Purple pudding, purple pie,  
And purple pepperoni.

**Project Bright IDEA 2: Interest Development Early Abilities**

**A Jacob Javits Gifted Education Program  
Funded by the US Department of Education  
2004-2009**



**Concept:**

**Topic:**

**K-2**

**Kim Vincent**

**Kim Bennett**

**Susan Gaylor**

**Melanie Burgess**

**North Carolina Department of Public Instruction  
Exceptional Children Division  
Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**



## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

<b>Concepts</b>	<b>Themes</b>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
<b>Processes</b>	<b>Theories</b>
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

<b>Concepts</b>	<b>Themes</b>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
<b>Processes</b>	<b>Theories</b>
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>

## Big Ideas Manifested

**Topic -Weather**

**Literature Selection –Moon’s Cloud Blanket**

**Author – Rose Anne St. Romain**

<b>Concepts</b>	<b>Themes</b>
Change <b>Defense/Protection</b> Adaptation Courage <b>Interdependence</b>	<b>Interactions</b> Survival  <b>Dependency on the natural world</b> <b>Perserverence</b>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
Nature vs. man	<b>Perserverence</b> <b>Survive against nature</b>
<b>Processes</b>	<b>Theories</b>
Problem solving Decision Making	Explanation of why things are the way they are in nature (folklore)
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
Protection through destruction	When one’s back is to the wall, the only thing left to do is to ask for help. Help can come even if in a strange or unusual way.

## Concept – Change

## Topic –Weather

### Suggested Literature Selection(s) –Moon’s Cloud Blanket

<p><b>Look and Listen for...</b></p> <p><b>Intelligent Behaviors</b></p> <p><b>Story Focus</b></p> <p>Creating, Imagining and Innovating Persistence</p> <p><b>Student Activities</b></p> <p>Creating, Imagining and Innovating Persistence Metacognition Questioning and Problem Posing</p>
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#### Thinking Skills Focus -

Chapter 4- Figural Classifications Changing One Characteristic, p. 89

Topic Focus -Weather

#### Concept Focus - Change

Interdependence

survival

#### Overarching Generalizations -

Change can be positive or negative

**Living things change as they grow**

**Change is inevitable**

The need to survive can result in change

#### More Complex Generalizations -

**Survival can be a motivator for change.**

**We are dependent on each other for survival**

#### SCOS Science

**1.01- Describe the similarities and differences among animals including growth and changes.**

**2.01-observe and report daily weather changes throughout the year**

**2.02-Identify different weather features**

**2.03-Identify different types of precipitation, changes in wind, force, direction in sky, conditions.**

**2.04-Observe and determine the affects of weather on human activities**

**SCOS Math**

**4.01-Collect and organize data as a group activity.**

**4.02-Display and describe data with concrete and pictorial graphs as a group activity.**

**SCOS Language Arts**

**2.01- Demonstrate sense of story beginning, middle and end.**

**2.03- Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.**

**2.08- Distinguish fantasy from reality.**

**2.09-Identify the sequence of events in a story.**

**Directions for Teachers**

Display sentence strips with the generalizations. Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

**Suggested Topics for Discussion**

Change, survival, motivation

**Suggested Vocabulary Words for Discussion**

Positive, negative, survival, palmetto, flood, whirlpool, bayou, Spanish moss (after the story)

**Vocabulary Extension**

**Discuss the meaning of the vocabulary words above. Have the children demonstrate the meaning of the selected words by using the words correctly in a sentence.**

**Hooks**

Select a generalization(s) and essential questions. Introduce one or more of the following topics:

**Six Facets of Understanding**

<b>Facet 1 – EXPLANATION</b>
Predict some of the changes that will happen to you in kindergarten. Which of those changes will be positive? Negative? Why do you think so?
<b>Facet 2 - INTERPRETATION</b>
Tell a story about a child experiencing school for the first time. Which of the changes were positive? negative? Support your reasons.



<b>Facet 3 - APPLICATION</b>
Invent something you could use to survive a flood.
<b>Facet 4 - PERSPECTIVE</b>
Make a list of things you need to survive. How would this be different from the needs of your pet? .
<b>Facet 5 – EMPATHY</b>
Imagine that you are living on a boat. Consider what you would need to survive?
<b>Facet 6 – SELF-KNOWLEDGE</b>
Have the children reflect on what they could do when they were a baby compared to what they can do now. Do you think these changes have been positive or negative? Why?

**Read: Moon’s Cloud Blanket**

**Task Rotation Learning Activities**

**K-2**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>After participating in graphing weather, discuss how weather changes. Create a bulletin board titled “Rainy Days” divided in 2 parts with a positive side and a negative side. Have students make observations (draw pictures) and categorize as positive or negative for the bulletin board.</p> <p>How is rain positive and negative? What intelligent behaviors enabled you to categorize the effects of rain?</p> <p>V*L*_S*_M*_B*_P*_I*_N__</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>In groups of two, have children choose and dramatize the life cycle of: chicken/egg, caterpillar/butterfly, tadpole/ frog, etc.</p> <p>How does this activity show growth over time? How can these changes be positive or negative? What intelligent behaviors enabled you to recreate the animal life cycles?</p> <p>V*_L*_S*_M*_B*_P*_I*_N__</p>
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<p style="text-align: center;"><b>Understanding Learner</b> <b>Intuitive-Thinking</b></p> <p>Using multi-cultural construction paper and crayons illustrate a picture of your head as a baby and your head now. Using speech bubbles the child will dictate one thing that he or she could do as a baby as well as one thing they can do at the present time.</p> <p><b>How does this activity show growth over time?</b> <b>How do you think these changes have been positive or negative? Why?</b> What intelligent behaviors enabled you to recognize the changes that have occurred?</p> <p style="text-align: center;">V*_L*_S*_M*_B*_P*_I*_N*_</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>After reading the book, <u>Cloudy With a Chance of Meatballs</u> , pretend you are the weatherman. Make a report of what your weather will be for the next day.</p> <p>How can these changes be positive or negative?</p> <p>What intelligent behaviors enabled you to determine whether the changes were positive or negative?</p> <p style="text-align: center;">V*_L*_S*_M*_B*_P*_I*_N*_</p>
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## **Real World Connections With Products**

Application (discuss, dramatize, develop, illustrate, pretend)

## **Real World Applications**

Weatherman, actor, artist

## **Real World Terms**

Investigation, prediction, dramatize, role-play, perform, create

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

## **Materials Needed for Task Rotation and/or Task Rotation Menu**

- Completed weather graph
- Multi-cultural crayons and construction paper
- Book- Cloudy With a Chance of Meatballs, By Judi Barrett

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

### **Conceptual Perspectives**

1. How can these changes be positive or negative?
2. How does this activity show growth over time?
3. How is rain positive and negative?

### **Intelligent Behaviors**

1. What intelligent behaviors enabled you to recreate the animal life cycles?
2. What intelligent behaviors enabled you to analyze the graph to determine your findings?
3. What intelligent behaviors enabled you to recognize the changes that have occurred?
4. What intelligent behaviors enabled you to determine whether the changes were positive or negative?
5. What intelligent behaviors enabled you to categorize the effects of rain?

### **Literary Perspective**

1. Draw a picture of the story, Moon's Cloud Blanket. Explain your drawing to someone who does not know the story.?
2. How might this story be different if it happened today?

3. Would you recommend this book to someone? Why or why not?

**Concept: Change**

**Topic: Weather**

**Generalization: Change can be positive or negative**

**Essential Question(s)**

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	<b>After reading a story, retell it to a friend.</b>	<b>Compare this family with your family. How are they alike and different?</b>	<b>Draw a picture of yourself as a baby and a picture of yourself now. What changes do you see?</b>	<b>With a partner, discuss what you like and dislike about growing up.</b>
<b>2</b>	<b>Sequence pictures according to the correct story events.</b>	<b>Given a set of pictures, match to show cause and effect.</b>	<b>Pretend that rather than growing taller, you began shrinking. Make up a story telling what changes occurred.</b>	<b>In groups of three, each choose one of the characters from the story. Role play a conversation you might have in the tree.</b>
<b>3</b>	<b>Imagine you are a reporter. Write /draw pictures showing what happened in the story.</b>	<b>Categorize the pictures showing cause and effect according to positive and negative changes. Pick one to write/explain your conclusion.</b>	<b>Write a story. Pretend you are the moon. What different gift might you give the family to help them to survive?</b>	<b>Create a plan for your family. What would you do in the case of a flood?</b>

### **Real World Connections With Products**

Applications ( create, sequence, compare, discuss, retell, role play, imagine, categorize)

### **Real World Applications**

Actor, reporter, artist

### **Real World Terms**

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

### **Materials Needed for Task Rotation and/or Task Rotation Menu**

- Paper
- Pencils
- Crayons
- Pictures (cause/effect)
- Pictures (sequence)

### **MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

### **Conceptual Perspectives**

**Intelligent Behaviors**

**Student Reflections and Assessments  
Task Rotation Learning Experience  
K-2**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p><b>Sequence pictures according to the correct order of events in the story.</b></p> <p>What intelligent behaviors did the mother use to help her family survive? What changes did the mother make to help her family survive? How was this change</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Think/Pair/ Share How would you feel if your home was flooded? What changes would your family have to make in the event of a flood?</p> <p>What intelligent behaviors would you need to survive a flood? What changes would a flood make in your life?</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Compare this family with your family. What changes do you notice about the way your family lives today compared to the family in the story long ago? Illustrate a picture and write about it in your journal.</p> <p>What intelligent behaviors helped you analyze the changes that have taken place in time?</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>If you were the moon, what gift would you give the family to help them survive? What else could you do with Spanish Moss? Take one of the above ideas and design something from a variety of art supplies.</p> <p>What intelligent behaviors do you need to complete the</p>

<p>What changes do you notice over time?</p> <p>V_*_L_*_S_*_M_B_P*_I*_N__</p>	<p>task? What changes would it make in the story?</p> <p>V_*_L_*_S_M_B_P_I*_N__</p>
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### **Real World Connections With Products**

Applications ( Sequence, compare, illustrate, design)

### **Real World Applications**

Artist, author, illustrator

### **Real World Terms**

Illustrate, design

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

### **Materials Needed for Task Rotation and/or Task Rotation Menu**

- journal
- a variety of art materials
- sequencing cards or pictures
- paper and pencils

### **MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

#### **Conceptual Perspectives**

1. What changes did the mother make to help her mother survive
2. What changes would a flood make in your life?
3. What changes would it make over time?
4. What changes would it make in the story?

#### **Intelligent Behaviors**

1. What intelligent behavior would you need to survive a flood?
2. What intelligent behavior did the mother use to help her family survive?

3. What intelligent behavior helped you analyze the changes that have place in time?
4. What intelligent behavior helped you complete the task?

### **Literary Perspective**

### **Student/Teacher Reflections**

What kind of thinking did you have to do when reading this story?

**3. From reading and studying this book, I have learned....**

### **Student/Teacher Reflections**



**Math Student Reflections and Assessments  
Task Rotation Learning Experience**

**K-2**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Students are given data about the weather for one month. In a group, students determine the number of days that are cloudy, sunny, and rainy and create a pictograph.</p> <p>How did the weather change during the month? What intelligent behaviors enabled you to analyze the graph?</p> <p style="text-align: center;"><b>V*_L*_S*_M_B_P*_I_N__</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p><b>Students are told that there will be snow that is three feet high. Students will be given a yard stick and be asked to determine where the snow would be up to on their body and draw a picture of his/her self in the snow to show to their classmates.</b></p> <p>How would the snow change their actions? What intelligent behaviors enable you to complete this task?</p> <p style="text-align: center;"><b>V*_L*_S*_M_B*_P*_I_N__</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Students are given 4 pictographs with different data about the weather and are asked to identify which season each one represents.</p> <p>How does understanding weather help you to identify the changing seasons? What intelligent behaviors helped you analyze your picture?</p> <p style="text-align: center;"><b>V*_L*_S*_M_B_P*_I_N__</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Students create a weather situation that would require a change in their actions and role play this for their classmates.</p> <p>What changes would they make to be safe? What intelligent behaviors would you use to do this activity?</p> <p style="text-align: center;"><b>V*_L*_S*_M_B_P*_I_N__</b></p>

**Real World Connections With Products**

Application(analyze, create, illustrate, dramatize)

**Real World Applications**

Actor, scientist,artist

**Real World Terms**

**Evaluate, interpret,explain,apply**

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

**Materials Needed for Task Rotation and/or Task Rotation Menu**

- weather pictures, paper, scissors, glue, yardstick, crayons
- 

**Intelligent Behaviors**

**Literary Perspective**

1. Draw a picture of the story, Moon's Cloud Blanket. Explain your drawing to someone who does not know the story.?
2. How might this story be different if it happened today?
3. Would you recommend this book to someone? Why or why not?

**Student/Teacher Reflections****Additional Support Materials****Favorite Read-Alouds****Finger Plays, Nursery Rhymes and Songs**

## **Video Clips**

## **Paintings & Prints**

## **Teacher Reflections**

### **Literary Selection**

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?
  
  
  
  
  
  
  
  
  
  
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.

3. What would you change or add the next time you taught this lesson?

4. What opportunities for growth does the resource unit have?

5. What were “ah ha’s?” for the students? For teachers?

**“Additional Comments**

## **APPENDIX**

### **A**

#### **Additional Instructional Concept-Based Activities**

**Project Bright IDEA 2: Interest Development Early Abilities**

**A Jacob Javits Gifted Education Program  
Funded by the US Department of Education  
2004-2009**



**Concept: Change**

**Topic: Nature**

**Second Grade**

Dana Edwards, RRGSD

Helen Lewis, Lenoir County

**North Carolina Department of Public Instruction**

**Exceptional Children Division**

**Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**

## **Big Ideas Manifested**

**Topic** - Nature

**Literature Selection** – Bluebonnet Girl

**Author** – Kate Kiesler



<b>Concepts</b>	<b>Themes</b>
<ul style="list-style-type: none"> <li>▪ Survival, Interdependence, Balance, Change, Scarcity, Sacrifice, Adaptation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pride goeth before the fall</li> <li>▪ Change can be either positive/negative.</li> <li>▪ Change is inevitable.</li> <li>▪ Change can be caused by many factors.</li> </ul>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
<ul style="list-style-type: none"> <li>▪ Scarcity vs. Abundance</li> <li>▪ Generous vs. Selfishness</li> <li>▪ Rigidity vs. flexibility</li> <li>▪ Nature vs. Man</li> </ul>	<ul style="list-style-type: none"> <li>▪ Surviving the drought</li> <li>▪ Giving up prized possessions</li> </ul>
<b>Processes</b>	<b>Theories</b>
<ul style="list-style-type: none"> <li>▪ Problem Solving</li> <li>▪ Risk Taking</li> <li>▪ Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>▪ Change is inevitable.</li> <li>▪ Explanation of why things are the way thing are in nature (folklore/legends)</li> </ul>
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
<ul style="list-style-type: none"> <li>▪ Sacrifice provides fulfilling rewards.</li> <li>▪ A little child will lead you.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bluebonnet flower originated by an Indian girl's gift</li> <li>▪ Sacrifice are not always negative</li> </ul>

**Concept – Change**

**Topic –Nature and Weather**

**Suggested Literature Selection(s) – Moon's Cloud Blanket**

## Look and Listen for...

**Intelligent Behaviors** Metacognition, Posing Questions/problems, Remaining open to Continuous learning, Listening with understanding and empathy

**Story Focus** Persistence

**Student Activities** Taking Responsible Risks, Creating, Imagining, Innovating

### NCSCS Objectives:

**Language Arts:**

Objectives 2.01, 2.02, 2.04, 2.08, 3.01, 3.03, 4.05, 4.06, 4.07, 5.01, 5.02, 5.03, 5.04, 5.05

**Social Studies:**

Objectives 5.01, 5.06, 6.02, 6.03

**Math:**

Objectives: 2.01 a, 4.01, 4.02

**Science:**

Objectives: 2.03, 2.04 (rain gauge, thermometer)

**Thinking Skills Focus -** Describing Things pgs. 158-174  
Building Thinking Skills

**Topic Focus -** Nature and Weather

**Concept Focus -** Change

**Overarching Generalizations -** Change can be either positive/negative.  
Change is inevitable.  
Change can be caused by many factors.

**More Complex Generalizations -** Force influences change.  
Conflict can cause change.

### Directions for Teachers

Display sentence strips with the generalizations. Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

### Suggested Topics for Discussion

Nature (Weather), Louisiana geography (Bayous), Legends (Spanish moss), Survival, Measurement

### Suggested Vocabulary Words for Discussion

shelter, palmetto hut, bayous, pelted, protection, floodwaters, cypress, perch, sunset, shrieked, wailed, moaned, renewed, pale, fear, exhausted, plea, tattered, woven, receded, fragile, tore, Spanish Moss

### Vocabulary Extension

Play a matching game with vocabulary words. Two sets of cards will be distributed. One set will contain the vocabulary words. The other set will show the definitions to the words. In pairs, students will go around the room to find the partner that has the match to his/her card.

### Hooks

Select a generalization(s) and essential questions. Introduce one or more of the following topics:

## Six Facets of Understanding

### Facet 1 – EXPLANATION

<ul style="list-style-type: none"> <li>▪ Play a Nature CD and have students listen to the weather sounds. Students will paint/draw a picture of what sounds of nature they hear. How did the sound change as you listened to the CD?</li> <li>▪ Change is inevitable.</li> <li>▪ How is change inevitable in nature?</li> </ul>
<b>Facet 2 – INTERPRETATION</b>
<ul style="list-style-type: none"> <li>▪ Discuss with students the different kinds of “wild” weather. Have them get into pairs to talk about if they have ever seen or experienced “wild weather” before. Once their discussions are complete, students will need to draw/illustrate a picture of one kind of “wild weather.” They will need to label their picture. How did you feel after the weather calmed down?</li> <li>▪ Change can be caused by many factors.</li> <li>▪ What factors in nature causes change?</li> </ul>
<b>Facet 3 – APPLICATION</b>
<ul style="list-style-type: none"> <li>▪ Perform a nature walk on the school grounds. Students will become “observers of nature.” Observe what kinds of things they see in nature that can change or have changed. What are the changes in nature that you have observed?</li> <li>▪ Change is inevitable.</li> <li>▪ How is change inevitable in nature?</li> </ul>
<b>Facet 4 – PERSPECTIVE</b>
<ul style="list-style-type: none"> <li>▪ Show students a video or pictures of destruction caused by nature using technology, United Streaming Internet site. Students analyze what they see and how they would feel after the disaster. Student responses will be listed on chart paper. How can forces of nature cause conflict in human lives?</li> <li>▪ Force influences change.</li> <li>▪ What forces of nature causes conflict?</li> </ul>
<b>Facet 5 – EMPATHY</b>
<ul style="list-style-type: none"> <li>▪ Students will get into pairs. With a tape recorder/ microphone, interview your partner to see how he or she felt during an important time in his or her life. Was your experience positive or negative? How did your feelings change from the beginning to the end? If you could change something about your experience what would it be?</li> <li>▪ Change can be positive or negative.</li> <li>▪ How are changes in your life can be positive or negative?</li> </ul>
<b>Facet 6 – SELF-KNOWLEDGE</b>
<ul style="list-style-type: none"> <li>▪ Students will play the game, “Just Like Me,” in response to statements the teacher makes about experiencing changes in life. For example, the teacher may say something like “I enjoy learning new things.”, “My favorite season is fall.”, “I have made good/bad choices”, etc.... Would you change any of your responses if you could? If so, which ones?</li> <li>▪ Change is caused by many factors.</li> <li>▪ What factors in our life can influence change?</li> </ul>

### **Task Rotation Learning Activities**

#### **K-2**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Create a flow map outlining the sequence of events for the story. What changes took place in nature? How did the characters' Intelligent Behaviors help them make changes according to the weather and conflicting circumstances?</p> <p>NCSCS LA Objectives: 2.01, 2.02, 3.03</p> <p style="text-align: center;">V* _L* _S _M _B _P* _I _N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Feeling</b></p> <p>After reading <u>Moon's Cloud Blanket</u>, evaluate the family's experience. Retell the experience in sequence from beginning to end. Students should write complete sentences and illustrate the changes in floodwaters. Write ways that would help the family prepare if attacked by another flood.</p> <p>NCSCS LA Objectives: 2.01, 2.02, 3.03, 4.05, 4.06</p> <p style="text-align: center;">V* _L* _S* _M _B _P* _I _N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>In whole group, students will have a debate on nature and mankind. Take a position on whether nature changes more than mankind. Students will then make a Venn Diagram and label: nature, man, or both. After labeling the diagram, students should compare and contrast nature vs. man. What does nature have in common with man? How does it affect man? What is different about nature than man? Does nature and man go hand-in-hand and work together? What changes more, nature or man?</p> <p>NCSCS LA: 2.02, 2.03, 2.04, 4.05 NCSCS SS: 6.02, 6.03</p> <p style="text-align: center;">V* _L* _S* _M _B* _P _I* _N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Interpret how a conflict/disaster in nature can cause people to change in order to survive. Use a sheet of paper to write down possible how, why, and what if questions to prove your interpretation. Have students answer the following question: What Habit of Mind would be most beneficial in time of disaster in order to survive?</p> <p>NCSCS LA: 2.04, 4.06, 4.07 NCSCS SS: 6.02, 6.03</p> <p style="text-align: center;">V* _L _S* _M _B _P _I* _N _</p>

**Real World Connections With Products**  
Application: create, produce, design

## **Real World Applications**

debater, graphic artist

## **Real World Terms**

argument, cause, affirmament, layout, evidence

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

## **Materials Needed for Task Rotation and/or Task Rotation Menu**

- chart paper, drawing paper
- markers
- pencils, crayons,
- ruler
- journals

## **MetaCognitive Discussion (Essential Questions)**

- How can change be either positive or negative?
- How can change be inevitable?

## **(Whole Group)**

## **Conceptual Perspectives**

- What are positive and negative effects of change in nature?
- Given what you know about forces of nature, how does it influence change?

- As you think about change, what conclusions can you draw?
- Why is change important?
- What are some changes in nature that you've observed?
- How can scientist use rainfall measurements to determine problems with flooding?

### **Intelligent Behavior**

- What intelligent behaviors can you use in completing your tasks for this unit?
- How do you demonstrate these intelligent behaviors in your daily life?

### **Literary Perspective**

- Describe in order the major events of the story.
- Describe the conflict that the woman experiences in nature?
- What do you think would have happened to the family if the woman had not persisted through the floodwaters?
- How did the woman take a bad situation and turn it into something good?

### **Student/Teacher Reflections**

Students will reflect in their math/science learning journals. Reflections will occur with each lesson. Students and teacher will create a rubric for students to be held accountable for daily lesson reflections.

## **Math Rotation Learning Activities**

### **K-2**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>In our story, <u>Moon Cloud’s Blanket</u>, students will use the internet to access a city in Louisiana rainfall totals for one month. Data will be analyzed by creating a pictograph.</p> <p>In what ways was change positive or negative?</p> <p>NCSCS Math Objective: 4.01</p> <p style="text-align: center;">V * _ L * _ S * _ M _ B * _ P * _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Students will evaluate why the rainfall in the story caused the family to leave their home. Students will create a 4 section picture depicting the family in the story as the floodwaters rise. Write a letter to the editor</p> <p>How is measured change displayed?</p> <p>NCSCS Math Objectives: 4.01</p> <p style="text-align: center;">V * _ L _ S * _ M _ B _ P _ I * _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>In small groups, students will take their pictograph and analyze them. Students will compare the rainfall in the story to their city’s rainfall totals. Students will then discuss a solution that will help prepare people for natural disasters such as floods. How is change reflected in the daily rainfall totals? What is the probability that the bayou will be flooded again?</p> <p>NCSCS Math Objectives: 4.01, 4.02</p> <p style="text-align: center;">V * _ L * _ S * _ M _ B _ P _ I * _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Students will use their bodies to perform where they would go if they were to experience a flood in their school. Teacher will read aloud different experiences and students will move to an area for safety from the flood. Estimate if it rained for weeks and the school building flooded... to your knees, where would higher ground be? ...flooded to your waist, where would higher ground be? Then have students create a step-by-step guide on what to do during a natural disasters, such as a flood.</p> <p>How has changing your body position enabled you to find safety during a flood?</p> <p>NCSCS Math Objective: 2.01a</p> <p style="text-align: center;">V * _ L * _ S * _ M _ B * _ P * _ I _ N _</p>

**Concept:** Change

**Topic:** Nature

**Generalization:** Change is inevitable.

**Essential Question(s)** How can change be caused by different factors? Can change be positive or negative?

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Create a story map on <u>Moon Cloud's Blanket</u> . Include the 4 story elements: setting, characters, problem, and solution. Illustrate each element while providing a description of it under each illustration.	Students will decide what necessary steps should be taken when bad weather is forecasted. Make a list for a family to do in order to prepare in the event of harmful weather. What HOM would be used to help prepare for this kind of a situation?	Determine goals that would be helpful in a crisis. Students must write at least 4 goals. Think: What are some HOM that would help in any given situation?	With a partner, look at a map of Louisiana and identify a bayou/swamp like in our story. Draw a picture using what you think will a bayou/swamp be like? How does nature's weather effect the make-up of the bayou? Use resources about Louisiana and bayous to help discover its makeup and how it changes from day to day.
2	Students will explain how the change in the floodwaters caused the family to evacuate their home. Students will use what they know about natural disasters to make a connection with the book. Using sticky notes, students will write three connections to give an explanation.	Students will create a poster to persuade the community to always be prepared for natural disasters/conflict. Draw pictures of the HOM that would be used in order to handle a conflict in a positive way.	Opinion Poll: Why is it important to have an escape plan during an emergency? What courses of action would help when faced with danger? What HOM would be used in an emergency situation? How can changes in nature cause human to be in danger? Will the outcome always be negative? Answer these questions in your journal using complete sentences/paragraph.	After reading, <u>Moon's Cloud Blanket</u> and <u>Bluebonnet Girl</u> , compare and contrast the two plant legends. With a partner, fill out the Venn Diagram provided by the teacher. Questions to consider: "How are the two plants alike?", "How are the two plants different?" Answer at bottom of your sheet, "What significance does each plant have in the story and in the real world?"
3	Create a flow chart outlining the sequence of events for the story. What changes took place in nature? How did the characters' Intelligent Behaviors help make changes due to the conflict happening in nature?	Write a letter to the editor defending weather safety and how it is important to be aware of wild/bad weather situations. Convince the editor to publish your letter because it would help the community in recognizing the need to take action if a natural disaster occurred.	Pose possible how, why, and what questions while inventing a tool/device the woman in our story could have used to help better her situation.  *What was the tool used to help her in her time of need? *How could the woman have used a _____ to get to higher ground? *Why would the woman use _____ to help get out of danger?	Students will create a diorama to display the effects of a natural disaster. Students will use materials provided. Students will then compose a paragraph explaining the natural disaster, its effects, and how they made their diorama. Students will think about how a community could come together to turn the negative experience into a positive one. Will outcomes always be a negative experience? Why or why not?

### Student Reflections and Assessments Task Rotation Learning Experience



**K-2**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>In <u>Moon Clouds' Blanket</u>, create a chart that will identify the major events of the story in sequential order. Describe the events using illustrations and complete sentences. Answer on the back of the chart, "What changes took place in the story and why?" "How did you use Intelligent Behaviors to complete this task? What Intelligent Behaviors did the Author used to publish this story?"</p> <p>NCSCS L.A. 2.01, 2.06, 3.03, 3.04, 3.05, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06</p> <p style="text-align: center;"><b>V * _ L * _ S * _ M _ B * _ P * _ I _ N _</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Produce a flood awareness brochure to make citizens of the community better prepared to handle bad weather/natural disasters. Students will illustrate signs/changes in weather to be prepared to handle an emergency situation.</p> <p>NCSCS L.A. 2.08, 3.01, 4.06</p> <p style="text-align: center;"><b>V * _ L * _ S * _ M _ B _ P * _ I _ N _</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Students will have a debate on whether or not they would live in a flood prone area. Students will reflect in their learning journal their perspective about their decision. Reflect on what Intelligent Behavior(s) were used to complete this task. How did changes in a flood prone area and a non-flood prone area effect your decision? What kinds of HOM would you use to help in making your decision?</p> <p>NCSCS LA 3.01, 4.04, 4.05, NCSCS SS 6.02, 6.03</p> <p style="text-align: center;"><b>V * _ L * _ S * _ M _ B * _ P * _ I _ N _</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Design a family survival plan in the event of a natural disaster. Students will create important information to include in their plan. Questions for them to consider: "What kinds of conflicts/disasters effect mankind?" "How do the forces of nature change the environment in which we live?" Include goals for the family to do in case of a natural disaster.</p> <p>NCSCS LA 2.02,2.04, 4.06, 4.07, 4.08 NCSCS S.S. 6.02, 6.03</p> <p style="text-align: center;"><b>V * _ L * _ S * _ M _ B _ P _ I * _ N _</b></p>

## **Real World Connections With Products**

(Application) Sequence, Explain, Create, Produce, Design

## **Real World Applications**

Debater, Mathematician, Draftsman, Graphic Artist, Lithographer

## **Real World Terms**

Layout, graphic, proportion, lithograph, deductive reasoning, rebuttal, evidence, argument, affirmament, cause

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

## **Materials Needed for Task Rotation and/or Task Rotation Menu**

- chart paper
- markers
- pencils
- crayons
- drawing paper
- rulers
- journals

### **MetaCognitive Discussion (Essential Questions)**

- How can change be either positive or negative?
- How can change be inevitable?

### **(Whole Group)**

#### **Conceptual Perspectives**

- What are positive and negative effects of change in nature?
- Given what you know about forces of nature, how does it influence change?
- As you think about change, what conclusions can you draw?
- Why is change important?
- What are some changes in nature that you've observed?
- How can nature cause conflict for mankind?

#### **Intelligent Behaviors**

- What intelligent behaviors did the characters in the story demonstrate?
- What intelligent behaviors can you use in completing your tasks for this unit?
- How do you demonstrate these intelligent behaviors in your daily life?

#### **Literary Perspective**

- Describe in order the major events in the story.
- Describe the conflict that the woman experiences in nature?
- What do you think would have happened to the mother and her family if she had not persisted through the flood waters?
- How did the woman take a bad situation and turn it into something good?

#### **Student/Teacher Reflections**

Students will reflect in their learning journals. Reflections will occur with each lesson. Students and teacher will create a rubric for students to be held accountable for daily lesson reflections.

**Math Student Reflections and Assessments**

**Task Rotation Learning Experience**

**K-2**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Students will collect monthly rainfall data for Roanoke Rapids, NC for six months. Students will be looking for temperature and rainfall each day. Students will apply background knowledge for weather conditions and tools to create a rainfall line plot.</p> <p>How does change in the weather exist over a period of time?</p> <p>NCSCS Science Objectives: 2.03, 2.04 (background knowledge-application) NCSCS Math Objectives: 4.01</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Evaluate your city’s rainfall data and connect to rainfall results from <u>Moon Cloud’s Blanket</u>. Write a letter to a meteorologist about the factors that change weather over time and how the geographic location can be a factor. Decide if you would like to live in a Southern Louisiana bayou or where you are now. Tell your decision in the letter to the meteorologist.</p> <p>How can change in weather and geography can effect your decision on where to live?</p> <p>NCSCS Math Objective: 4.01 NCSCS L.A. Objective: 4.06, 5.01, 5.02, 5.03, 5.04, 5.05</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>
<p style="text-align: center;"><b>Understanding Learner I</b> <b>Intuitive-Thinking</b></p> <p>Students will develop their own assessment using math vocabulary/skills learned with creating a pictograph and line plot that will reflect their knowledge on Measurement and Graphs.. Students must explain, “What are graphs used for in math?” “How does graphing and measurement help you in everyday life?”</p> <p>NCSCS Math Objective: 4.01</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b></p> <p>Students will be asked to imagine they were flood victims. Students will interview 10 people. People will have to choose from the given list of refugees. Students will use the data created and organize into a pictograph. After designing the graph, students are to look at the results and compose a paragraph about the results. Answer in the paragraph, “What did you discover with the results?” “How did you use your intelligent behaviors to complete this task?”</p> <p>NCSCS Math Objective: 4.01</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>

## **Additional Support Materials**

### **Favorite Read-Alouds**

Cloudy With a Chance of Meatballs

Wild Weather

What a Wonderful World

Come a Tide

The Sun, Wind, and Rain

### **Finger Plays, Nursery Rhymes and Songs**

Song: “What a Wonderful World”

Nature Relaxation CD’s

### **Video Clips**

Come a Tide (Reading Rainbow)

Wild, Wacky Weather

Habitat of a Bayou

### **Paintings & Prints**

Prints of natural disasters and wild weather

Prints of bayous, maps of Louisiana

## Teacher Reflections

### Literary Selection

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource unit have?
5. What were "ah ha's?" for the students? For teachers?
6. In what ways did we meet the needs of diverse learners?
7. How did it impact student achievement?

## APPENDIX

### A

## **Additional Instructional Concept-Based Activities**